St George Hospital School
Annual Report

EDUCATION WEEK 2015

‘CELEBRATING LOCAL HEROES’

2015
**Introduction**

The Annual Report for 2015 is provided to the community of St George Hospital School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Susanne Rosier  
Principal

**School contact details:**

St George Hospital School  
Gray Street  
KOGARAH 2217  
Web address: www.stgeorgeho-s.schools.nsw.edu.au  
Email: stgeorgeho-s.school@det.nsw.edu.au  
Phone: 9113 2329

**Message from the Principal**

St George Hospital School is a unique educational environment with a very transient and unpredictable enrolment. In 2015, 683 students were supported by the school rising up to 792 with students returning for more than one visit. The majority of students had stays of less than 3 days, however a small percentage of students attended daily or three times a week. These ongoing outpatient students were referred through the CAMHS (child & adolescent mental health) unit. Our transient student population including the ongoing referrals presents the challenge of providing motivational and effective teaching and learning programs which will enhance students’ personal achievements and ensure a successful return to school.

The school continues to work in close co-operation with hospital staff to provide a supportive and harmonious environment to students and their families.

The support St George Hospital School provides to students is highly valued by families, staff and hospital community members and promotes a positive profile for public education.

During 2015 the school involved students, parents, medical staff, volunteers and the wider community in celebrating such events as Harmony Day, Education Week, Book Week, NAIDOC, International Nurses Day, Mental Health Week and Cancer Awareness month as well as hosting regular morning teas to promote public education and highlight the educational services offered at the hospital school.
Harmony Day 2015

In 2015 the staff as a team participated in the Blood Bank Donation scheme.

In 2015 students and staff from the Beverly Hills Intensive Language Centre visited our school on a fortnightly basis. These students were very interested in our teaching activities and loved joining in when possible. When returning to their home school the students rated the visit to our school very favourably.

St George Hospital School initiated and organised a very successful Term 2 Staff Development Day (SDD) at Taronga Zoo involving approximately 30 teachers, school learning support officers and admin staff from Royal North Shore, Bankstown, Illawarra, Newcastle, Liverpool and Sutherland hospital schools.

Meeting the wild life at the zoo
**School background**

**School vision statement**

St George Hospital School is committed to providing an inclusive, stimulating and supportive environment enabling students in exceptional circumstances to maintain educational continuity. Our school advocates for students and provides a conduit to the multi-disciplinary teams, census schools and community. Our school develops positive relationships to support engagement in learning, leading to successful outcomes and transitions. The wellbeing of our students is our highest priority.

**School context**

**Self-assessment and school achievements**

**Self-assessment using the School Excellence Framework**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

At St George Hospital school we focus on personalised learning (Strategic Direction 1, School Plan 2015-2017). Due to the increasing complexity of student learning needs and long term student attendance, the teaching staff have been encouraged to contribute to individualised, personalised learning plans to facilitate quality educational outcomes. It has been very rewarding in 2015 to be able to work with individual students, families and external providers to ensure that student’s commitments at school are met, for example, Year 10 assessments contributing to their ROSA final mark.

Our staff, including a newly accredited casual teacher attended the Generation Next conference at the Town Hall on Friday 24 July. This professional learning experience provided the opportunity to explore some of the challenges and difficulties faced by our young people, many of whom we work with at the hospital school. Issues explored included domestic violence, mental health, prevalence of drugs, anorexia and cyber bullying. This professional learning is clearly linked to school goals and is an example of seeking support from others as appropriate (Developing self and others) Australian Professional Standard for Principals: Leadership profiles

**Excellence in Learning**

Each child at St George Hospital School brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning plans. In 2015 our staff have utilised personalised learning plans for primary school students who, due to experiencing a more complicated medical condition, have attended our school for longer periods of time. Our staff meets the needs of high school students by liaising directly with students and teachers from the mainstream school. For the students who attend the hospital school for a period shorter than three days, our focus is assessing literacy and numeracy levels and engaging the students in activities which enrich their learning.
Excellence in Teaching
At St George Hospital school our teachers provide high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices including sophisticated analysis of student engagement, learning growth and outcomes to plan for the ongoing learning of each student in our care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including observation of each other’s practices.

Excellence in Leadership
Our school has a collective commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school’s planned and proactive engagement with parents and the broader community. St George Hospital School liaises regularly with parents, mainstream teachers, medical staff and outside agencies establishing active partnerships to ensure continuity of learning for students. In 2015 we have been requested to participate in long term planning for individual students who need individual assistance to allow them to progress academically and socially while undergoing treatment for a medical or mental health condition. Due to our continuing success with student re-engagement with their mainstream school, we expect to be called upon to offer our professional assistance during the next three years.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

EXCELLENCE IN PERSONALISED LEARNING

Purpose

To actively engage all students in relevant and challenging learning experiences which are personalised, differentiated and facilitate their educational continuity.

Overall summary of progress

In 2015 St George Hospital School staff has strived to meet the individualized needs of our students. In all cases we have liaised with students and parents to gauge anticipated areas of improvement and engagement. Two of our long term students have re-engaged with their mainstream school after extensive personalized and innovative teaching processes designed to inspire our students and encourage self-learning practices in an effort to achieve their individual goals.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal will lead the PDF (Professional Development Framework)</td>
<td>School staff have provided clear goals for 2016 and are working collaboratively with their supervisor to achieve those goals.</td>
<td>Teacher Release $1350 x 3 (Global)</td>
</tr>
<tr>
<td>School staff will utilize the Learning continuum in conjunction with the Professional Standards to improve their teaching.</td>
<td>At the end of 2015 all students are showing growth in Literacy and Numeracy. Students returning to their census school in 2016 have made substantial learning gains evidenced in data collection and our tracking system. Casual teacher attainment of Accreditation award after receiving support and guidance from her supervisor and representatives from Arncliffe District Office</td>
<td>Teacher Release $1350 x 2 (using socio economic background funding) $1350 x 3 (TPL funds) Global</td>
</tr>
</tbody>
</table>

Next steps

- Use Teacher Standards to seek examples of outstanding professional practice at St George Hospital School
- Improved collaboration and follow up with student’s census school to maintain student’s progress
Strategic Direction 2

ENHANCING STUDENT WELL-BEING

Purpose

To actively engage all students in meaningful and challenging experiences which focus on improving their intellectual, physical, social, emotional development and wellbeing.

Overall summary of progress

The Melbourne Declaration for Young Australians (2008) promotes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures and work for the common good.

St George Hospital School as indicated in our 2015-2017 school plan has worked closely with families, hospital staff and personnel from the Child and Mental Health Service (CAMHS), to re-engage and promote school attendance for students who are experiencing difficulty at their census school or who have been diagnosed with a medical or mental health disorder.

In 2015 the school has been involved with the successful mainstream re-engagement of up to 800 students who have been inpatients and two full time outpatients. The positive and personal social learning programs offered to these students aided their recovery and in the main, eliminated any concerns about returning to school.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will engage in meaningful, significant life skill experiences that are catered to their individual needs.</td>
<td>Students and families satisfied with personalised plans and extent of social and academic achievement. Students enjoyed and benefited from Chess lessons delivered from external provider.</td>
<td>$864.00 (RAM)</td>
</tr>
<tr>
<td>School staff will further develop the knowledge and capabilities to engage students in appropriate and relevant social and life skill activities.</td>
<td>School staff, including a newly accredited teacher benefited from knowledge and understanding of mental health issues at the Generation Next Conference in July 2015. School staff developing a more holistic approach to catering from student individual needs.</td>
<td>Teacher release $339.29 (using socio economic funding)</td>
</tr>
</tbody>
</table>

Next steps

- Improve early identification and intervention to provide stronger, more focused support to individual students in partnership with parents and external stakeholders.

- In 2016 St George Hospital School staff to attend a training offered to understand more fully the complex needs of students suffering from Anorexia Nervosa.
Strategic Direction 3

FOSTERING COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Purpose

To build inclusive, collaborative teams and school networks through quality community partnerships which contribute to making learning core and community business so that student engagement, learning and well-being is a central focus.

Overall summary of progress

In 2015 St George Hospital School has developed and further strengthened partnerships with NSW Hospital School Association, The Child and Adolescent Mental Health Service (CAMHS), and individual primary and secondary schools.

These strong partnerships have resulted in participation in effective and relevant professional learning, participation in CAMHS Interview panels and follow up visits and collaboration with students’ census schools.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishment of communication and engagement team Make contact with students’ census schools and establish rapport</td>
<td>Attendance at Carlton Public School on several occasions to attend meetings, attend speech therapy demonstration and observe progress of student in classroom. Organise and participate in various meetings at St George Hospital school reviewing individual student’s progress and maintenance of integrated plan.</td>
<td>$339.29 x 2 Teacher Release (Global funds) $339.29 x 3 Principal release (Global funds)</td>
</tr>
<tr>
<td>Organise staff development day for Hospital Schools Association in Term 2</td>
<td>Liaise with Taronga Zoo staff and collaborate with Education Department to design SDD (staff development day) for 30 participants coming from hospital schools in the Sydney Region.</td>
<td>Cost of admission to zoo and lunch for St George Hospital school staff = 4</td>
</tr>
</tbody>
</table>

Next steps

- Follow up in February of individual students return to census schools.
- Organise Aboriginal Education SDD Combined Hospital visit to The Rocks and Botanic Gardens
- Provide a positive learning environment for incoming CAMHS students in 2016
This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **Aboriginal background funding** [Insert text here]                                     | This information will draw from the School plan, template B: Annual milestone evaluation section [Insert text here] | <$\>
|                                                                                         |                                           | NIL                                                                               |
| **English language proficiency funding** [Insert text here]                             | This information will draw from the School plan, template B: Annual milestone evaluation section [Insert text here] | <$\>
|                                                                                         |                                           | NIL                                                                               |
| **Targeted students support for refugees and new arrivals** [Insert text here]          | This information will draw from the School plan, template B: Annual milestone evaluation section [Insert text here] | <$\>
|                                                                                         |                                           | NIL                                                                               |
| **Socio-economic funding** Successful, collaborative transition plans for long term patients at the hospital school. | 90% of students back to school and school attendance and on track with learning outcomes. | <$\> 864.00 (RAM)                                                               |
| **Low level adjustment for disability funding** [Insert text here]                      | This information will draw from the School plan, template B: Annual milestone evaluation section [Insert text here] | <$\>
|                                                                                         |                                           | NIL                                                                               |
| **Support for beginning teachers** [Insert text here]                                   | This information will draw from the School plan, template B: Annual milestone evaluation section [Insert text here] | <$\>
|                                                                                         |                                           | NIL                                                                               |

<table>
<thead>
<tr>
<th>Other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **Other, including Early Action for Success** [Insert text here]                        | This information will draw from the School plan, template B: Annual milestone evaluation section [Insert text here] | <$\>
|                                                                                         |                                           |                                                                                  |
| [Insert text here]                                                                     | This information will draw from the School plan, template B: Annual milestone evaluation section [Insert text here] | <$\>

This information will draw from the School plan, template B: Annual milestone evaluation section [Insert text here].
**Mandatory and optional reporting requirements**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies. Students who attend St George Hospital School are specifically inpatients of St George Hospital Paediatric Ward. The school also provides support for day patients receiving treatment in the paediatric ward including allergy challenges and for students referred from CAMHS (Child and Adolescent Mental Health Unit). These students are usually in the process of transitioning back to their home school (or alternate educational placement).

**Student attendance profile**

Students who attend the Hospital School remain enrolled in their home school but their attendance is logged in a daily Attendance Register.

During 2015 an average of 19 students were supported by St George Hospital School each week. The length of hospital stay ranged from 1 to 32 days with 61% of students having stays of one day. Students with ongoing medical issues may attend the school a number of times during the year.

In 2015, 66% of students were from government schools, 26% of students were from non-government schools and 8% of students from Special Purpose Schools (SSP). There were similar numbers of primary and secondary students.

Students were from a wide range of cultural backgrounds with diverse medical, emotional and educational needs.

**Management of Non-Attendance**

Government schools are notified by email of any student’s stay of four days or more. School aged students who do not appear to be attending a school are followed up with the relevant Home School Liaison Officer. School age students who are visiting siblings or family members at the hospital are encouraged to maintain their attendance at their regular school during school hours. Students who are not enrolled in a NSW school or not an inpatient at the hospital are not permitted to attend the hospital school.

**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible.

In 2015 the average number of students attending the classroom each day was five students, whilst an average of 7 students were supported on the ward each day.

All students are encouraged to attend the classroom, however school personnel are guided by the advice of hospital staff.

**Workforce information**

Reporting of information for all staff must be consistent with privacy and personal information policies.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.25</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.496</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2.746</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No members of St George Hospital School staff are from an Indigenous background.

**Workforce retention**

The school principal has retained her position since 2011.

The school administration manager, school learning support officer, and part time school assistant have retained their positions from 2010. The part-time temporary teacher retained her position for 2015.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td></td>
</tr>
</tbody>
</table>
Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Financial information</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>82196.42</td>
</tr>
<tr>
<td>Global funds</td>
<td>32251.29</td>
</tr>
<tr>
<td>Tied funds</td>
<td>7653.68</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>1045.71</td>
</tr>
<tr>
<td>Interest</td>
<td>2000.40</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>125147.50</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>2748.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>0.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>0.00</td>
</tr>
<tr>
<td>Library</td>
<td>460.16</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2185.72</td>
</tr>
<tr>
<td>Tied funds</td>
<td>6921.73</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4726.24</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>11603.78</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>1756.63</td>
</tr>
<tr>
<td>Maintenance</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>30402.26</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>94745.24</td>
</tr>
</tbody>
</table>
**School performance**

Students remain enrolled in their home school during hospital stays and consequently their performance will be reflected in that school’s Annual Report.

**Policy requirements**

**Aboriginal education**

<table>
<thead>
<tr>
<th>National Reconciliation Week 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 May to 3 June</td>
</tr>
</tbody>
</table>

All students investigate Aboriginal history and culture by incorporating Aboriginal perspectives across the curriculum.

Reading resources include culturally appropriate and contemporary readers that have been written by Aboriginal people.

On a recent visit to the NSW Art Gallery teachers were escorted by an Aboriginal guide who analysed the different approaches to Aboriginal Art and explained the history and significance of Aboriginal Art in Australia.

The staff are familiar with the objectives and major commitments of the Aboriginal Education and Training Policy.

Staff and students celebrate NAIDOC week and National Reconciliation Week.

**Multicultural Education and Anti-racism**

Our staff actively promote cultural diversity among our students and multicultural perspectives are embedded into the curriculum. The cultural diversity amongst the hospital school community is respected and acknowledged in curriculum implementation and celebration of cultural and religious events.

In Term 1, 2015 our school celebrated Chinese New Year and the students researched information and created a poster for the foyer celebrating “The year of the sheep”

In Term 1, 2015 Harmony Day was celebrated with our students joining hands and creating a visual display encouraging Peace and Harmony in our world. Their work, posted outside the classroom, generated much community interest and discussion.
Significant Programs and Initiatives

Hospital School Transition Program

In collaboration with the Child and Adolescent Mental Health Service (CAMHS), the school provides a structured and supportive program for students who are likely to experience difficulties in transitioning to their home school after hospitalisation. During 2015 the school supervised the learning and transition of four high school students. These students were present from one term up to three terms. Our school supervised high school final year examinations for these students.

The Transition Program also assists students who are outpatients and have been referred to our service by their Paediatrician or CAMHS. It may be necessary for a student to attend our school due to the inability to physically access their home school, for example using stairs or a student may be referred to us due to their inability to go to school regularly, for example, those students who suffer from severe anxiety.

Students, in conjunction with recognised stakeholders who seek admission to St George Hospital School to address physical or mental health issues must complete a revised risk management plan; a student agreement form and a weekly Individual Learning Plan (IEP) to address individual student’s needs.

Integrating Technology into Quality Teaching

As the majority of students have short hospital stays and are often temporarily immobile, it is important to provide innovative and motivational programs. For this reason there has been a continuing focus in 2015 on the integration of technology into quality education programs and the ongoing development of staff skills in ICT.

The school has a range of laptops, 5 iPads, 2 kindles, software and audio-visual equipment available for use by students in the classroom and on the ward. Connected classroom and interactive whiteboard technology are utilised in our teaching programs.

For students confined to the ward, the use of iPads has proven to be very successful. Four laptops loaded with grade appropriate reading and numeracy programs were also regularly borrowed. These replaced older devices appropriated through the DEC computer allocation to schools program.

Healthy lifestyle and nutrition

Many of our students present to hospital with medical conditions caused by unhealthy food choices and lack of exercise.

The new kitchen has been very useful in teaching the students about healthy lifestyle choices which sustain the body and promote wellbeing.

Students have the opportunity to cook and prepare for morning teas or lunches including Education Week, Bookweek, Harmony Day, Nurses Day and NAIDOC week. Students appreciate the opportunity to experience parents, teachers and hospital staff coming together to eat healthy home cooked food and celebrate a special occasion which they have contributed to.

Education Week Morning Tea

*Students made fresh salad wraps, zucchini slice, Greek tzatziki dip and fresh fruit*

Community Relations

Local high school art displays have provided an ongoing opportunity to promote the school whilst developing positive community relationships.

Opportunities were sought to engage with schools such as the Beverly Hills Intensive Language Centre to continue to maintain links with our hospital school.

In 2015 St George sponsored a work experience student visiting from a college in Queensland. Her week with us gave her an insight into the challenges and rewards associated with both nursing and teaching.

Morning teas are held at least once a month in the school room and students, parents, volunteers, hospital staff and school staff are encouraged to contribute and attend these community gatherings.
Visual Arts

Year 9 student

The school has continued its focus on providing students with quality and creative learning programs in visual arts. These programs are highly engaging and provide opportunities for co-operative learning, socialisation and developing self-esteem. For students who are experiencing emotional problems or physical discomfort, such activities are often able to shift the focus of their attention on to more positive learning experiences.

In 2015, our school was visited by a Japanese government representative organised by Blakehurst High School. She was here to view a submission by one of our Year 9 students for a competition designing a Peace Park in Hiroshima.

Students’ artwork is also displayed on the ward, in the hospital foyer area, on the school website and through the closed circuit television which is mounted outside the classroom.

Contributors to this report

Susanne Rosier Principal
Therese Workman K-12 Teacher & ESL Specialist
Susy Ritson School Administration Manager
Dale Gregory School Learning Support Officer
Helen Gee School Learning Support Officer

School contact information

St George Hospital School
Gray Street, Kogarah, 2217
Ph: 91132329
Fax: 95538051
Email: stgeorgeho-s.school@det.nsw.edu.au
Web: www.stgeorgeho-s.schools.nsw.edu.au
School Code: 5513

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

About this report

In preparing this report, school personnel have gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. They have also determined targets for the school's future development.